

# Devolved School Management Guidelines (Draft)

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# Devolved School Management Guidelines

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# Devolved School Management Guidelines

These guidelines have been devised to help Local Authorities<sup>1</sup> develop their own Devolved School Management (DSM) schemes. They include advice on what is expected and recommended in a local scheme, alongside practical examples from Local Authorities. To aid local authorities, a framework document has been created which will allow Local Authorities to populate a standard format if they wish to do so, introducing broader consistency of scheme presentation.

This document has two main sections. Section one covers the introduction, background, principles of DSM, framework document, the areas identified as expected or as recommendations and self-evaluation. Section two provides detailed guidance for Local Authorities in developing their own DSM scheme, including format and publication, scheme review, training, accounting matters, consultation, engagement and, transparency, professional support, collaboration and staffing. Throughout this section we have included examples from Local Authorities, these may offer ideas and aid discussion on areas a Local Authority may wish to include in its scheme. Finally, Appendices A to E provide supporting information.

These guidelines aim to encourage participation from Local Authority wider teams, schools<sup>2</sup> and parents. They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme, this is captured within the Joint Agreement and Headteachers' Charter to which these guidelines align and support.

## Introduction

Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education*" consultation.

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<sup>1</sup> The terms "Local authority" and "Local Authorities" are used throughout this guidance to mean the education authority, being a council constituted under section 2 of the Local Government etc. (Scotland) Act 1994.

<sup>2</sup> The terms "school" and "headteacher" are used throughout this guidance. These guidelines recognise that in relation to DSM, the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members, or groups, may undertake an area or aspect of DSM. The guidelines support distributed leadership, collaboration and consultation, whilst recognising that the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

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These updated DSM guidelines seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018.

The guidelines were developed through extensive stakeholder engagement (Appendix C) and produced by the Scottish Government and COSLA in conjunction with the Fair Funding Working Group and Fair Funding Reference Group. These guidelines are issued by Scottish Ministers under section 13 of the Standards in Scotland's Schools etc Act 2000 (the 2000 Act). This guidance is issued to Local Authorities in relation to their functions under Section 8<sup>3</sup> of the 2000 Act in relation to delegation schemes. Before issuing this guidance, Scottish Ministers consulted those detailed in Appendix C about the proposed guidance. The guidelines are sufficiently flexible to support local variation and local circumstances, ensuring that the democratic right, aims and priorities of locally elected members remain fundamental to successful schemes.

The guidelines replace three separate documents from 2012 - Devolved School Management Guidelines, Devolved School Management Self-Evaluation Toolkit and Devolved School Management Examples of Practice from the Association of Directors of Education in Scotland (ADES) Resources Network.

## **Section 1**

### **1. Education Reform Joint Agreement 2018**

In June 2018, the Joint Agreement established the principles that;

- Effective system-wide improvement requires strong leadership, collaborative working and clarity of purpose at all layers of the system – school, local, regional and national
- Headteachers are the leaders of learning and teaching in their school. They are senior officers of the Local Authority and have operational responsibility for the

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<sup>3</sup> In preparing a delegation scheme reference should be made to Section 8 of the 2000 Act which requires the local authority to have a delegation scheme, and provides more details on: the circumstances in which they can be applied; what they *must* contain and what they *may* contain. For example, section 8(2)(a) requires that where a delegation scheme is in place in respect of a school that scheme must delegate to the headteacher the preparation of the school improvement plan and section 8(3) requires that the scheme must require the headteacher to exercise the delegated functions in a manner consistent with the local authority's duties to secure improvement in the quality of school education which is provided in the school management by them and with a view to raising standards of education.

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service they provide, therefore the majority of decisions should be made at school level

- Schools are empowered to make the decisions that most affect their children and young people's outcomes, while being part of a collaborative learning community, the Local Authority and working with others
- Empowered schools require both strong and distributive leadership, working in partnership with pupils, parents, staff and the wider community
- The principle of headteacher empowerment will be applied consistently across Scotland
- Local Authorities' duty to provide education for children and young people means that they must be able to intervene in decisions made by headteachers where statutory, financial, or contractual obligations would be breached
- Local Authorities and their headteachers should have a mutually respectful and supportive relationship, with clear processes in place to minimise the need for such intervention
- Decisions by all parties should reflect mutually supportive and respectful relationships.

The Joint Agreement advises that through the Headteachers Charter, Local Authorities are to empower headteachers in areas of curriculum, improvement, staffing and funding. Regarding **funding**, it defines this further:

- Local Authorities will continue to be responsible for the Local Authority education budget and the delegation of funding to schools. Headteachers will make decisions on the spending within that delegated budget.
- Decisions about education spending at Local Authority and school level are made in a collegiate and transparent way paying due regard to Getting It Right for Every Child (GIRFEC) and Local Authorities' role as Corporate Parents.
- Local Authorities have regard to updated statutory guidance setting out a clear national framework for the delegation of funding to schools. This guidance is being co-produced through the Fair Funding Reference Group.

The Fair Funding Reference Group formed the Fair Funding Working Group to provide the detailed and practical insight necessary to deliver this guidance.

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## 2. Aims of Empowerment of Funding

An empowered system is built on mutual trust, cooperation, transparency and highly effective communication. In an empowered system, headteachers, schools and their Local Authorities are partners, each contributing and supporting each other and respecting the different role each plays.

Local Authorities add value by enabling key decisions to be made by those who are closest to the educational experience of children and young people and who best understand the particular context of the learning community. Decision making about funding that affects the school should sit, therefore, at school level unless there is a compelling reason for this not to be the case. The headteacher is accountable and responsible for decisions, that should be made in partnership with pupils, parents, staff and the wider community.

In an empowered school, decisions are based on local circumstances, delivering the highest impact on the learning experience of children and young people, and achieving the best outcomes for learners. Empowered schools require both strong and distributive leadership, again working in partnership with pupils, parents, staff and the wider community. An empowered school should have established systems and mechanisms which ensure that decisions are made in collaboration with stakeholders and which lead to better outcomes for children and young people.

Headteachers are expected to be able to manage a fair, equitable and transparent devolved budget that meets the needs and priorities of the school and local community. As senior officers of the local authority, responsible for the leadership and management of the service provided to children and young people and their families, headteachers are accountable to both their employer and to their learning community for the leadership and management of education and resources within their settings.

Headteachers, whilst being part of a collaborative community, the Local Authority and working with others, are accountable for the resources within their delegated budget responsibility.

These guidelines recognise that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. The guidelines support distributed leadership, collaboration and consultation whilst recognising that ultimately the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

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## 3. A Headteachers' Charter for School Empowerment

The Headteachers' Charter advises that in an empowered system, headteachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

In relation to making **best use of the school's resources**, headteachers are required to:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.
- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee for Teachers (SNCT) / Local Negotiating Committee for Teachers (LNCT) agreements and guidance.
- Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.
- Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

### The Principles for Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

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These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- support excellence and equity - ensuring every child and young person has the same opportunity to succeed
- be fair - placing the needs of all children and young people at the centre
- be simple, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- deliver value for money – ensuring that every penny spent is used effectively

### Subsidiarity and Empowerment

DSM must provide headteachers and schools with the autonomy and flexibility to ensure decisions are made at the most appropriate level. Local Authorities should, within their DSM scheme, provide Headteachers with clear information about which areas of expenditure are delegated to them. Whilst headteachers should have flexibility in the budgets required to operate and administer a school, there are also areas of expenditure that are not generally considered suitable for devolution to schools. Further details are provided in Appendix A. Devolution of budget must be supportive to the headteacher and allow a headteacher to make a positive impact.

Delegation: Decisions are made closest to the learner wherever possible and should be delegated to headteachers and schools in line with the Education Reform programme. Schools are empowered to make the decisions that affect outcomes, while being part of a collaborative learning community and the Local Authority. Decisions about education spending at Local Authority and school level are made in a collegiate and transparent way, paying due regard to wider responsibilities including GIRFEC.

Staffing: Headteachers are involved in the design of recruitment processes and can design a staffing structure that best supports learning and teaching in the school, within the budget delegated to the school by the Local Authority. Headteachers must have due regard to employment law and other relevant legislation, and the contractual obligations and policies of their Local Authority. Local authorities and headteachers must have regard to supporting guidance developed by SNCT and LNCT (where appropriate).



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**Budget:** The majority of budget decisions should be made at school level. Local Authority schemes should detail specific guidance for accounting policies with regard to areas such as budget setting, budget virement and carry forward of budget underspends based on locally determined criteria.

### Collaboration

All partners must work together in a collegiate and collaborative way, keeping the interests of children and young people front and centre.

**Consultation:** DSM should be designed and implemented in collaboration and consultation with stakeholders. Joint working with partners should be guided by, and support, the School Improvement Plan, Local Authority or education service, other plans, and local and national priorities.

**Partnership:** In an empowered system, Local Authorities, headteachers and other school staff should work collaboratively at a local, regional and national level. Headteachers furthermore should ensure that the systems are in place to allow collaboration with their school community, so that decisions are taken through the principles of co-production.

**Combined budgets and integrated services:** Local Authority schemes should provide scope for combining budgets between schools, clusters, and other public partners (subject to any legal or contractual restraints), noting the requirements of Local Authority policies and frameworks, including, although not limited to: procurement, finance, and recruitment.

### Accountability and Responsibility

Accountability is required at all levels; with the Local Authority, headteachers and delegated budget holders all being accountable and responsible within an empowered DSM scheme.

**Accountability:** Headteachers are the leaders of learning and teaching in their school and are senior officers of the Local Authority with operational responsibility for the service they provide. Local Authorities will continue to be democratically accountable for the Local Authority education budget and the delegation of funding to schools, while headteachers in collaboration with stakeholders will make decisions on the spending within that delegated budget. As senior officers of the Local Authority, headteachers are accountable to both their employer and to their learning community for the leadership and management of education and resources within their setting.

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Quality Assurance and Review: Local Authorities should review DSM schemes every three years through peer review; in consultation and collaboration with stakeholders. Quality assurance should be built into the scheme and should particularly consider best practice from other Local Authorities. Local Authorities should also consider, as part of their ongoing self-evaluation, updating DSM schemes if relevant changes occur, for example following annual budget setting.

Support: Local Authorities should ensure that appropriate professional support functions such as business management, finance, human resources teams and administrative support are in place to provide both support and challenge to headteachers exercising their delegated duties.

### Clarity and Equity

Clarity and equity is required at all levels; with the Local Authority and headteachers being clear and equitable with devolved resources.

Equitable budget allocation: Devolving resources at a local level will vary according to the characteristics of each authority. The local context, including whether an authority is based in an urban, rural or island setting will have influence regarding the budget decisions within an authority. However, for all authorities, in an empowered system decisions regarding budget allocations should be made in consultation with stakeholders, including schools and should aim to deliver equity, ensuring that every child and young person has the same opportunity to succeed.

Clarity: Comprehensive and clear information about funding allocations detailing how local priorities and needs have determined these allocations should be made available to stakeholders. This applies to both Local Authority schemes and school decisions.

Value for money: All decisions regarding resource use at Local Authority or school level should provide best value and continuous improvement, drawing on corporate financial regulations, schemes of delegation and procurement guidance.

### **A Common Framework**

To harmonise how local schemes are described, a framework is provided for Local Authorities to populate, containing all the essential elements of a good scheme. Local Authorities can incorporate their own scheme detail into the framework, tailoring the narrative to reflect their local context and decisions. This supports the empowerment of schools based on the Local Authority context, ensuring local democratic decisions can be applied whilst maintaining a broad consistency between schemes. This will support stakeholders undertaking benchmarking, introduce an

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element of common understanding for users, support shared training, and aid peer review. The framework will assist Local Authorities and their headteachers, providing increased clarity and transparency to stakeholders. The framework can be accessed on the Scottish Government website [final location still to be finalised].

### Expected, Recommended and Examples

The guidelines identify which areas are defined as expected, or as recommended, for Local Authority schemes. In some cases the guidelines note statutory requirements on Local Authorities. For the avoidance of doubt, nothing in these guidelines detracts from those statutory requirements, which all Local Authorities must comply with.

It is anticipated that every Local Authority scheme will apply the areas identified as 'expected' within their individual scheme. Areas identified as 'recommended' enable the Local Authority to determine their own decision in meaningful consultation with stakeholders. This supports authorities implementing a scheme that is fit for purpose based on their local priorities and context. These are summarised in Appendix E: 'Expected and Recommended Summary'.

Local Authority examples are provided in some areas to support discussion with stakeholders at both authority and school level, reinforcing meaningful consultation and the transparency of schemes. Authorities are not expected to seek to implement each of the examples included within the guidelines, but may find it helpful to consider whether examples are relevant to their circumstances.

### Self-evaluation

To support school improvement, headteachers are recommended to undertake self-evaluation drawing upon the most appropriate and current tools as self-evaluation toolkits. At date of publication these include: Education Scotland: How Good is Our School 4, Quality Indicator 1.5 Management of Resources ([HGIOS4](#)) and the General Teaching Council Scotland (GTCS) 'The Standards for Leadership and Management' ([GTCS Standards](#)). To avoid increasing workload no additional toolkit has been created.

Local Authorities can make use of the 'Expected and Recommended Summary' (Appendix E) to self-evaluate their schemes in addition to the peer review.

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## Additional Funding

Additional funding streams, including for example, at the time of publishing, Pupil Equity Funding (PEF), are not core funding and are not included within the traditional funding mechanisms of DSM schemes. Funding directly allocated to schools from sources other than the Local Authority should be available to headteachers to utilise as outlined in any associated conditions of the budget allocation. It is recommended that the principles of DSM (subsidiarity and empowerment; collaboration; accountability and responsibility; and clarity and equity), in addition to Local Authority policies, apply to all funding streams.

Many schools operate School Funds<sup>4</sup> and Parent Council accounts, these are external to the Local Authority DSM scheme and are not included within the DSM guidelines.

## Section 2

### General

Local Authority schemes are **expected** to demonstrate best value by following the characteristics of: commitment and leadership; sound governance at a strategic and operational level; accountability; sound management of resources; responsiveness and consultation; use of review and options appraisal; a contribution to sustainable development; equal opportunities arrangements and joint working.

DSM schemes are **expected** to support, promote and facilitate school empowerment, enabling headteachers to provide the efficient and most effective use of resources. Local Authorities, and their headteachers, are **expected to** demonstrate accountability at all levels, be clear and transparent, support collegiate working and strive to deliver national, Local Authority, local and school priorities.

It is **expected** that Local Authorities ensure that devolution is meaningful and empowers school leaders to make appropriate, and informed decisions to best meet their local needs in line with Local Authority policies, guidance and frameworks. It is recognised that there are areas of expenditure that are generally not considered suitable for devolution. These may be aspects that are beyond a headteacher's influence or are too bureaucratic to be managed at school level, have unacceptable levels of risk or have no impact on learning and teaching. A list of such aspects are detailed in Appendix A. It is **expected** that each Local Authority will identify any

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<sup>4</sup> School Funds refer to funding raised by the school through other avenues and are not devolved by the Local Authority, the headteacher is responsible and accountable for these funds. Each Local Authority will have their own processes and procedures for these funds.

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areas that are not deemed suitable for devolving to schools and include this information within their published schemes.

Headteachers are **expected** to deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority. School expenditure should be in line with the School Improvement Plan supporting both Local Authority and national priorities and frameworks. Local Authorities and headteachers are required to support SNCT and LNCT agreements and guidance.

Local Authorities should aim to reduce where possible, staff workload and bureaucracy in relation to the utilisation and the application of DSM schemes, including associated financial policies and procedures.

### Format and Publication

Local Authorities are strongly encouraged and **recommended** to use the Scottish Government/COSLA common DSM framework document [final document still to be finalised]. The framework will support benchmarking, assist staff moving between Local Authorities, aid national and/or shared training opportunities and bring a common look and feel to Local Authority schemes.

It is **expected** that local schemes include any criteria and methodology used to create staffing models and other resource allocations as appropriate. If formulae have been applied, these should be included within the scheme. Headteachers should be able to interpret the formulae or resource allocations and reconcile this information with their school's resources.

Local Authorities are **expected** to publish their DSM scheme on an external facing authority website, providing access to public stakeholders. Where a school has a website, it is **recommended** that it includes a link to the Local Authority website directing parents and wider stakeholders to the scheme. As DSM schemes can be technical documents, and are **expected** to include detailed formulae, Local Authorities are **recommended** to consider publishing a summary of their detailed scheme using the Scottish Government/COSLA template (Appendix B) to provide all stakeholders with summary information which is both accessible and in plain language, maximising parental and/or stakeholder engagement.

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## Training

To support understanding and enhance confidence in DSM, Local Authorities are **expected** to provide specific training opportunities to individuals who make use of, or may influence, the DSM scheme. It is **expected** that this group would include headteachers and business managers or equivalent posts. It is **recommended** that training should also be considered for depute headteachers, aspiring leaders, LNCT trade union representatives and any other appropriate groups.

It is **recommended** that elected members, as decision makers responsible for the Local Authority corporate budget should also receive a tailored training programme. The National Parent Forum Scotland have advised that additional training for Parent Councils is not required as this may be viewed as a barrier for parental involvement. However, Local Authorities can offer training in conjunction with Parent Councils where they deem it appropriate.

It is **expected** that appropriate training should be available on a recurring basis to ensure new appointments to posts can be given sufficient induction, training and support to allow them to make informed decisions and to allow experienced staff to refresh their knowledge. Training should be available when new systems or processes are introduced. It is **recommended** that Local Authority Headteacher Induction programmes include a DSM element.

Where school or establishment staff have a delegated budget responsibility, it is **expected** that they will be aware of the aims and principles associated with DSM and best value and that they will adhere to financial regulations and Local Authority procedures and policies for the funds they are responsible for. This should include any staff member with a recognised budget responsibility.

[local authority example still to be inserted here]

## Consultation, Engagement and Transparency

It is **expected** that local DSM schemes are accessible and in plain language, maximising engagement and supporting transparency. Local Authorities are **expected** to make information available to all stakeholders in relation to the Local Authority budget, delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.

It is **expected** that there will be meaningful consultation and engagement at all levels among the Local Authority, headteachers and all stakeholders. It is **expected** that meetings take place to inform appropriate resource decisions, including, for example: budget, staffing models and savings. To facilitate meaningful consultation and collaborative decision making, it is **expected** that Local Authorities form appropriate

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mechanisms or forums for regular engagement and consultation with headteacher and wider stakeholders. These should be formed in conjunction with headteachers and Local Authority education management. A range of consultation approaches are already in place within Local Authorities including:

- regular finance forums
- headteacher/trade unions/staff working groups
- DSM committees
- area / school cluster meetings
- quality improvement forums
- feedback from surveys at school, school cluster and Local Authority levels
- headteacher short-life work streams

It is an **expectation** that headteachers have an input into areas affecting school resources, at a local, area or schools cluster level. This includes criteria used when determining how a formula is devised, how the formula is applied to schools, methods of calculating and distributing budget, any associated savings, school staffing models and any other appropriate allocations of resources.

[local authority example still to be inserted here]

As the leaders of learning in their schools, and as senior officers of the Local Authority, headteachers are **expected** to take the lead role in ensuring their school community is empowered at all levels, this includes full consultation with staff. Headteachers are **expected** to consult with staff, parent councils, pupils, trade unions and the wider community on appropriate matters to inform resource decisions. It is **expected** that headteachers provide clear information on local budgets and resource allocation including school staffing models, DSM decisions, allocation of departmental or class resources, formulae, criteria or methodologies used within the school. To facilitate consultation, it is **expected** that headteachers form appropriate mechanisms or forums for regular engagement and consultation with stakeholders to discuss and consult on any relevant area. To facilitate collective decision making a range of consultation approaches are in place within schools which include:

- School committees
- staff meetings
- parent council
- pupil councils
- working groups

[local authority example still to be inserted here]

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Headteachers are **expected** to ensure that any costs on families are minimised to ensure equality of access. However, where charges are deemed unavoidable, it is **recommended** that any anticipated pupil costs for curricular or extra-curricular activities (such as materials for Home Economics, or school trips), or other costs (such as school uniform) requiring funding contributions from parents/carers are clearly detailed in school information published at the start of the academic session, supporting transparency. It is further **recommended** that any potential financial assistance or opportunities available to the pupil, or any discounts or exemptions available, for example in relation to pupils in receipt of free school meals, are included within this information.

### Collaboration

DSM schemes should be informed by local priorities to enable them to contribute towards shared agendas and improved outcomes, allowing stronger partnership working between schools and with other agencies and stakeholders.

Local Authority decisions about education spending are **expected** to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

Effective joint working, encompassing headteachers, school staff, Local Authority chief officers, community partners, other schools, colleges, universities and the Regional Improvement Collaborative are key. Meaningful collaboration can support the best use of resources, through arrangements for strategic planning of local provision, economies of scale and the pooling of resources to meet locally identified educational needs. To further develop this, it is **recommended** that Local Authorities consider empowering an area or school cluster, enabling headteachers to influence decisions and resource use across a geographical or cluster basis. Devolving budget resource on an area or school cluster basis also requires headteachers to be responsible for these resources to their stakeholders and Local Authority.

The Regional Improvement Collaborative should consider developing and sharing models of best practice in empowerment and effective decision making within the funding and resources context.

In an empowered system, headteachers are **expected** to be collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused and embrace joint working with the learning community, teachers, support staff, partners, other schools and the Local Authority. It is **recommended** that headteachers work together to share and maximise resources in order to influence outcomes across geographical areas or school clusters.



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[local authority example still to be inserted here]

## Staffing

Local schemes are **expected** to devolve the appropriate resources to schools, whilst ensuring that legislative and contractual requirements are met and local circumstances and needs taken into account.

Local Authorities are required to develop and implement staffing models for all school sectors, within which headteachers are **expected** to deliver the most appropriate and efficient use of staff, ensuring equity, transparency and clarity whilst promoting and supporting collaboration and collegiate working. To facilitate this, it is **expected** that headteachers are empowered to design a staffing structure to suit their school's context, within the budget delegated to the school by the authority.

Local Authorities are **recommended** to consider the risks associated with devolving staffing. This includes discussing and consulting with headteacher and appropriate forums around the complexities and risks associated with staffing allocations. Local schemes will vary and may be determined or influenced by systems and processes in place for finance budget setting. This may include budgets based on named individual salary placements, average staff salaries, top of teaching scale salary, cash or points models, or any other methodology used.

Consideration should also be given in relation to long term absence and family leave costs which may impact on budgets. Variances in local schemes may also exist owing to the accounting approach applied for specific individual circumstances noting the salary differentials for roles such as chartered teachers, assimilated teachers, career pathway lead teachers or in relation to conservation of salary or changes to job sizing grades. For all staffing matters, headteachers are **expected** to adhere to the appropriate legislation, Local Authority, SNCT and LNCT agreements, Working Time Agreements and guidelines.

Headteachers are **expected** to play an active role in designing and reviewing the recruitment processes and staffing approaches, both for their own school/s and for the Local Authority.

It is **expected** that headteachers are consulted on the allocation of all staff groups to their schools, including support staff. Staffing allocations of support staff should be supported by a clear and transparent methodology for the distribution of staff either to schools or clusters.

[local authority example still to be inserted here]

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## Professional Support

To support empowered schools, Local Authorities are **expected** to provide the appropriate support and challenge to headteachers. Empowered schools should be underpinned by professional high-quality teams with the appropriate capacity to support headteachers. This may be in the form of business managers (or equivalents), finance, human resources and facilities teams. It is **expected** that access to professional support is available to all headteachers, in all school establishments. It is **expected** that there should be transparency in any formulae or methodology used in allocating professional support to schools.

[local authority example still to be inserted here]

## Accounting Matters

Headteachers are **expected** to be given the flexibility to manage and determine the best use of the resources devolved to schools. To facilitate this, headteachers should be permitted to move budgets between devolved budget headings (referred to as budget virement) subject to Local Authority accounting principles, schemes of delegation and financial regulations.

Locally determined virement criteria, including any maximum percentage, financial limits or excluded budget areas, are **expected** to be included within the published local scheme.

[local authority example still to be inserted here]

Headteachers are **expected** to be given the ability to carry forward budget underspends and overspends from one financial year to another in line with Local Authority criteria. This will provide greater flexibility, maximise best value and aligning school year expenditure with the School Improvement Plan, recognising that expenditure commitments operate on an academic and not financial year basis. Locally determined carry forward criteria, including any maximum percentage or financial limits, or where a carry forward provision is determined by the overall service, directorate or authority budget position, are **expected** to be published within the scheme.

It is **recommended** that local consideration is given to the use of carry forward of underspends and that the intended use of any carry forwards are identified in School Improvement Plans or school budget plans.

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Local Authorities should give consideration to enabling schools and establishments to deposit funds to save budget underspends over a number of financial years for planned and agreed future spending requirements.

[local authority example still to be inserted here]

It is **recommended** that Local Authorities consider how carry forward of overspends are managed and that associated processes or arrangements are included within the published scheme.

[local authority example still to be inserted here]

### Scheme Review

Local Authorities are **expected** to undertake a full review of their scheme every three years through peer and stakeholder evaluation. Local Authorities may wish to consider utilising the Regional Improvement Collaborative which they are a member of, although consideration should also be given to working with Local Authorities beyond the collaborative where demographics, scale, size and context may be comparable. Peer review should utilise the Scottish Government and COSLA quality assurance template. [template still to be developed]

In addition to working with a partner Local Authority, it is **expected** that the three-year review should include stakeholders from the home Local Authority and the wider community. It is **recommended** that these stakeholders include headteachers and other local authority representatives, for example, business managers or equivalent, school staff groups, trade unions, parents, pupils, corporate partners (such as finance, human resources and procurement) and any other community stakeholders as deemed appropriate.

It is **recommended** that Local Authorities, as part of their ongoing self-evaluation, update the DSM scheme if required following formal agreement of the Local Authority budget, or to recognise any Local Authority policy decisions which may have a consequential impact on their scheme.

It is **recommended** that headteachers undertake self-evaluation of DSM in their own school's context using the most appropriate and current tools available. At date of publication these include; Education Scotland - How Good is Our School 4 (HGIOS4), Quality Indicator 1.5 Management of Resources; GTC Scotland - The Standards for Leadership and Management: supporting leadership and management development; Scottish Government and COSLA – Education Reform Joint Agreement and Headteachers' Charter.

## **Devolved School Management Guidelines**

Local Authorities may wish to utilise the 'Expected and Recommended Summary' (Appendix E) as their self-evaluation checklist or for use during their annual internal review.

[local authority example still to be inserted here]

# Devolved School Management Guidelines

## Appendix A

**Areas of expenditure not considered suitable for devolution**

**TO BE DEVELOPED**

**DSM Leaflet**

**TO BE DEVELOPED**

# Devolved School Management Guidelines

## Appendix C

### Stakeholder Engagement

Aberdeen City Council	Renfrewshire Council
Aberdeenshire Council	Scottish Borders Council
Angus Council	Shetland Islands Council
Argyll and Bute Council	South Ayrshire Council
City of Edinburgh Council	South Lanarkshire Council
Clackmannanshire Council	Stirling Council
Comhairle nan Eilean Siar	West Dunbartonshire Council
Dumfries and Galloway Council	West Lothian Council
Dundee City Council	ADES Resources Network
East Ayrshire Council	ADES Personnel Network
East Dunbartonshire Council	Association of Headteachers and Deputies in Scotland (AHDS)
East Lothian Council	Educational Institute of Scotland (EIS)
East Renfrewshire Council	Education Scotland
Falkirk Council	National Parent Forum Scotland
Fife Council	The National Association of Schoolmasters Union of Women Teachers (NASUWT)
Glasgow City Council	School Leaders Scotland (SLS)
Highland Council	Scottish Secondary Teachers Association (SSTA)
Inverclyde Council	Voice
Midlothian Council	
Moray Council	
North Ayrshire Council	
North Lanarkshire Council	
Orkney Islands Council	
Perth and Kinross Council	

### **Fair Funding Reference Group Membership**

Scottish Government  
Convention of Scottish Local Authorities (COSLA)  
Association of Directors of Education Scotland (ADES)  
Society of Personnel and Development Scotland (SPDS)  
Society of Local Authority Chief Executives (SOLACE)  
Society of Local Authority Lawyers and Administrators (SOLAR)

### **Fair Funding Working Group Membership**

Scottish Government  
Convention of Scottish Local Authorities (COSLA)  
Association of Directors of Education Scotland (ADES)  
Association of Headteachers and Deputies in Scotland (AHDS)  
Educational Institute of Scotland (EIS)  
School Leaders Scotland (SLS)



# Devolved School Management Guidelines

## Appendix E

### Expected and Recommended Summary

These guidelines recognise that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. The guidelines support distributed leadership, collaboration and consultation whilst recognising that the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

In some cases the guidelines note statutory requirements on Local Authorities. For the avoidance of doubt, nothing in these guidelines detracts from those statutory requirements, which all Local Authorities must comply with.

<b>General</b>	
<b>Expected</b>	<b>Recommended</b>
Local Authorities schemes adhere to financial regulations, deliver best value and ensure the efficient, fair and equitable distribution of resources.	
Headteachers deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.	
Local Authorities should ensure that devolution is meaningful and empowers school leaders to make appropriate, and informed decisions to best meet their local need in line with Local Authority policies, guidance and frameworks.	Local Authorities scheme clearly define areas of resources that are not devolved to schools.
Headteachers are expected to ensure school expenditure is in line with the School Improvement Plan supporting the relevant Local Authority strategic plans, priorities and the National Improvement Framework.	
Local Authorities and headteachers must adhere to SNCT and LNCT agreements and guidance.	

## Devolved School Management Guidelines

<b>Format and Publication</b>	
<b>Expected</b>	<b>Recommended</b>
	Local Authorities are strongly encouraged to utilise the format of the DSM Framework for their scheme.
Local Authorities are expected to publish the DSM scheme on the external facing website.	Where a school has a website, it is recommended that it should include a web link to the Local Authority published scheme.
	Local Authorities should consider publishing a summary of the authority's scheme, providing stakeholders summary information in an accessible way, using plain language.
Published schemes should include the criteria and methodology used to create formulae-based allocations, staffing models and other resource allocations as appropriate. If formulae have been applied, the formulae should be included within the scheme.	
<b>Training</b>	
<b>Expected</b>	<b>Recommended</b>
Local Authorities should provide specific DSM training to key staff groups including Headteachers and Business Managers or associated posts.	It is recommended that training opportunities are made available to Depute Headteachers, aspiring leaders, elected members, and any other appropriate staff who utilise or influence DSM decisions.
Where school or establishment staff have a delegated budget responsibility they should be aware of the aims and principles associated with DSM, best value and adhere to financial regulations and Local Authority policies for the funds they are responsible for.	Training should be available for new and experienced staff members.
Training should be available on a frequent and recurring basis.	School leaders have access to local and/or national leadership programmes and training which ensures an approach to DSM that encourages confident decision-making to promote better outcomes for learners.

## Devolved School Management Guidelines

<b>Consultation, Engagement and Transparency</b>	
<b>Expected</b>	<b>Recommended</b>
<p>Consultation and engagement at all levels between Local Authorities, headteachers and stakeholders should take place to inform appropriate resource decisions, including: budget, staffing models and savings. This includes consultation on criteria used when determining how a formula is devised or applied and other methodology of distributing resources.</p>	
<p>Local Authorities should form appropriate mechanisms or forums for regular engagement and consultation with headteachers and wider stakeholders as appropriate.</p>	
<p>Consultation and engagement between headteachers and staff groups should take place to inform appropriate resource decisions, including: budget, staffing models, department budget allocations and savings.</p>	<p>Headteachers should form appropriate mechanisms or forums for regular engagement and consultation with staff, parents and wider stakeholders as appropriate.</p>
<p>Headteachers should consult with staff, parent councils, pupils and the wider community on appropriate matters, these may include school staffing models, DSM decisions, allocation of departmental or class resources and include formulae or criteria used within the school.</p>	
<p>Headteachers share and discuss local school decisions, budget and resource allocations with staff groups and wider stakeholders as appropriate.</p>	<p>It is recommended that at school level this includes methodology and distribution of budgets and resources.</p>
<p>Local Authorities make information available to all stakeholders in relation to the Local Authority budget, education budget and delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.</p>	
<p>It is expected that DSM schemes, and information published for stakeholders is accessible and is in plain language.</p>	

## Devolved School Management Guidelines

<p>Headteachers are to ensure that any costs related to the curriculum are minimised to ensure equality of access.</p>	<p>Where charges exist for pupils, including both curriculum or extra curricular activities (class materials, school trips, school uniform, etc) they should be clearly detailed in school information published at the start of the academic session.</p>
	<p>Any potential financial assistance, discounts or exemptions available, for example in relation to pupils in receipt of free school meals, should be included within this information.</p>
<b>Collaboration</b>	
<b>Expected</b>	<b>Recommended</b>
<p>DSM schemes should be informed by local priorities to enable it to contribute towards shared agendas and improved outcomes, it should enable stronger partnership working between schools and other agencies and stakeholders.</p>	
<p>Local Authority decisions about education spending are made in a collegiate and transparent way paying due regard to Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.</p>	<p>It is recommended that Local Authorities consider empowerment on an area or school cluster basis, enabling headteachers to influence decisions across geographical areas or school clusters.</p>
<p>Headteacher are expected to be collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused embracing joint working with the learning community, parents, children and young people, teachers and support staff, partners, other schools and the Local Authority.</p>	<p>It is recommended that headteachers work together to share and maximise resources to influence outcomes across geographical areas or school clusters.</p>
<b>Staffing</b>	
<b>Expected</b>	<b>Recommended</b>
<p>Local Authorities should empower headteachers to design a staffing structure to suit the school's context within their delegated budget and in accordance with SNCT and LNCT agreements and guidelines.</p>	<p>Local Authorities consider their approach when devolving staffing, this includes discussing with headteachers the complexities and risks associated with staffing allocations.</p>

## Devolved School Management Guidelines

Schemes should seek to devolve the appropriate resources to schools, whilst ensuring that legislative and contractual requirements are met and local circumstances and need taken into account.	
The Local Authority, with headteachers will seek to deliver the most appropriate and efficient use of staff resource ensuring equity, transparency and clarity whilst promoting and supporting collaboration and collegiate working.	
Headteachers should play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the Local Authority.	
For all staffing matters, headteachers are expected to adhere to the appropriate Local Authority, SNCT and LNCT agreements and guidelines.	
Headteachers should be consulted on the allocation of support staff to schools.	
<b>Professional Support</b>	
<b>Expected</b>	<b>Recommended</b>
Headteachers in all schools should have access to professional support teams and functions.	
There should be transparency in the formulae or methodology in allocating professional support to schools.	
<b>Accounting</b>	
<b>Expected</b>	<b>Recommended</b>
Headteachers should have the provision to carry forward budget underspend or overspend in line with agreed and published local authority policy and criteria.	Intended use of carry forward of budget underspends are identified in School Improvement Plans or school budget spending plans.
	Procedures for managing carry forward of overspends are included within the scheme.

## Devolved School Management Guidelines

	Consideration is given towards enabling schools to deposit funds to save budget for planned and agreed future spend.
Headteachers should have the provision to vire budget between budget headings in line with agreed and published Local Authority policy and criteria.	
<b>Scheme Review</b>	
<b>Expected</b>	<b>Recommended</b>
Local Authorities undertake a three-year review with stakeholders and a peer Local Authority as they determine appropriate.	Stakeholders may include headteachers, business managers, all staff groups, trade unions, parents, pupils and corporate partners such as finance, human resources and procurement as examples.
	Local Authorities are recommended, as part of ongoing self-evaluation, to update DSM schemes if changes are made which have a consequential impact on a scheme.
	<p>Headteachers are recommended to apply national standards and to undertake self-evaluation drawing upon the most appropriate, and current tools, at date of publication these include, but are not limited to:</p> <p>Education Scotland - HGIOS4 QI 1.5 Management of Resources</p> <p>GTC Scotland - The Standards for Leadership and Management: supporting leadership and management development</p> <p>Scottish Government and COSLA – Education Reform Joint Agreement and Headteachers Charter</p>

# Devolved School Management Guidelines

## Framework Document

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